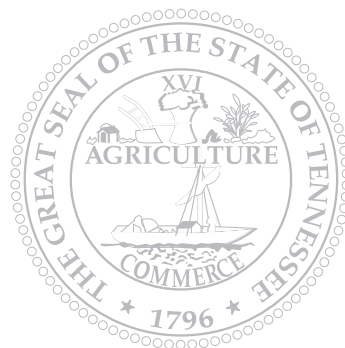


*Tennessee Comprehensive Assessment Program*

# Item Sampler

**Grade 3**



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# Introduction

## **What is the TCAP Achievement Test?**

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in five subject areas: Reading, Language Arts, Mathematics, Science, and Social Studies. The sample questions in this On-Line Item Sampler are representative of the item types and item formats that will be used in the actual test, including those questions with art and without art.

## **What are the questions testing?**

Questions are written to test student performance in State and national content areas. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/ci/cistandards.htm>.

## **Who will be tested?**

All students in grades 3 through 8 will be tested.

## **How long will the tests take?**

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits apply for students using accommodations.

## **How do I use the sample questions?**

These questions provide information for students, parents, and teachers about the TCAP Achievement Test. The questions in the On-Line Item Sampler are representative of most of the question types that will be on the TCAP Achievement Test.

These questions can be used as a classroom learning session or as an individual, short practice test to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this On-Line Item Sampler.

### **How will the tests be scored?**

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

### **May calculators be used?**

Calculators may be used on TCAP Achievement Grades 3-8 Mathematics subtests, Part 1 and Part 2. Calculators **may not** be used on any part of the K–2 test.

### **Which test accommodations may be used?**

The Achievement Test may be administered using various procedures (or accommodations) that are used during the student’s daily educational program. Certain conditions must be met for students to be eligible for Special and English Language Learner Accommodations.

### **What are some tips for preparing students for the test?**

Remind students to:

**Relax:** It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

**Listen:** Listen to and read the test directions carefully.

**Plan Use of Time:** First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

**Pause and Think:** If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

# Reading and Language Arts



**Directions** Read this story. Then do Numbers 1 through 5.

## Under an Anthill

Have you ever found an anthill? It might have looked just like a pile of soft dirt with ants coming out of its little holes. However, that hill was a small part of an ant's home. It probably covered a large underground ant nest.

Ants like to build their nests deep in the earth. They do this by making tunnels under the ground. They use their strong jaws to scoop out the earth, a little at a time. They shape some of this earth into tiny bricks to build the tunnel walls. Next, they carry any extra dirt out of the tunnel. This extra dirt is what makes the soft hill on top of the ground. The sun's warm rays heat the dirt on top of the ground. This helps to keep the underground nest warm.

The tunnels go down to a place where the earth is damp. Ants like a damp place because it keeps their bodies from drying out. At the ends of the tunnels, the ants make little rooms. Some of the rooms are used to store food. The ants running in and out of the anthill are carrying food to their queen and her eggs. When an ant finds food, it hurries back to the nest. It leaves a trail that it can smell to find its way back. It tells the other ants about the food, and they follow the scent trail to bring more food for the queen and her eggs.

One of the rooms in the nest is usually for the ant queen. She uses it to lay her eggs. Other rooms may be nurseries for more eggs. Sometimes the ants use a nursery near the top of the nest during the day, when the sun is warming the nest. At night, they take the eggs to a room deeper in the nest. The lower rooms stay warmer than the top rooms during the night. An ant nurse watches over the eggs. She licks the eggs so they don't dry out. After they hatch, she feeds them until they can care for themselves.

It is amazing that such tiny creatures can do all these things. In some ways, ants are stronger than elephants. An ant can even lift a seed five times its own weight. An elephant can only lift something that is one-fifth of its weight. Ants have been on Earth since the time of the dinosaurs, and they are still going strong. Their safe, warm nests and their teamwork help them continue to live and grow.

**Reporting Category:** 1 Content

**Performance Indicator:** 3.1.spi.14 Determine the sequence of events in a story.

**1** What do ants do first when they build a nest?

- Ⓐ They make dirt into tiny bricks.
- Ⓑ They build walls inside a tunnel.
- Ⓒ They scoop out dirt to make a tunnel.
- Ⓓ They put extra dirt on top of the ground.

**Reporting Category:** 2 Meaning

**Performance Indicator:** 3.1.spi.13 Distinguish between fact and opinion within text.

**2** Which sentence from the story is an opinion?

- Ⓕ The sun's warm rays heat the dirt on top of the ground.
- Ⓖ The tunnels go down to a place where the earth is damp.
- Ⓗ When an ant finds food, it hurries back to the nest.
- Ⓙ It is amazing that such tiny creatures can do all these things.

**Reporting Category:** 3 Vocabulary

**Performance Indicator:** 3.1.spi.8 Select appropriate synonyms and antonyms within context.

**3** Read this sentence from the story.

*They shape some of this earth into tiny bricks to build the tunnel walls.*

What does shape mean in this sentence?

- Ⓐ tear
- Ⓑ form
- Ⓒ chop
- Ⓓ break

**Reporting Category:** 6 Grammar Conventions

**Performance Indicator:** 3.3.spi.3 Recognize correct capitalization and end punctuation within context.

**4** Which sentence is written correctly?

- Ⓕ Ants are amazing insects!
- Ⓖ some queen ants live for 30 years?
- Ⓗ Why do ants build such large nests.
- Ⓙ ants live in almost every country on Earth.

**Reporting Category:** 7 Techniques and Skills

**Performance Indicator:** 3.2.spi.14 Identify the most reliable source of information for preparing a report.

**5** Tina wants to write a report about ants. Which source would be best for Tina to use?

- Ⓐ dictionary
- Ⓑ encyclopedia
- Ⓒ chapter book
- Ⓓ television show

**Reporting Category:** 4 Writing/Organization

**Performance Indicator:** 3.2.spi.5 Choose a topic sentence for a paragraph.

**Directions** Read this paragraph a student wrote about a flower garden. Then do Numbers 6 and 7.

First, we go to the garden shop and buy small plants. Some people start by growing plants indoors. Next, we dig up the garden and rake the dirt until it is smooth. We dig a hole for each plant and cover the roots with the soft dirt. Next, we water the new plants so they will grow strong and healthy. In a few weeks, the flowers begin to bloom. Our yard looks bright and cheerful. I feel happy because I helped make the flower garden.

**6** Which sentence is the best topic sentence for this paragraph?

- Ⓕ Plants grow big and strong in our yard.
- Ⓖ Finally, we eat lunch outside by the flowers.
- Ⓗ Each year, I help my mom plant a flower garden.
- Ⓙ My mom and I always get dirty when we work in the garden.



**Reporting Category:** 5 Writing Process

**Performance Indicator:** 3.2.spi.8 Identify unnecessary information in a paragraph.

**7** Which sentence is not needed in this paragraph?

- Ⓐ First, we go to the garden shop and buy small plants.
- Ⓑ Some people start by growing plants indoors.
- Ⓒ Next, we dig up the garden and rake the dirt until it is smooth.
- Ⓓ In a few weeks, the flowers begin to bloom.

# Mathematics



**Reporting Category:** 1 Number Sense/Number Theory

**Performance Indicator:** 3.1.spi.1 Count by 10s, 100s, or 1,000s.

**1** Which number pattern shows counting by 100s?

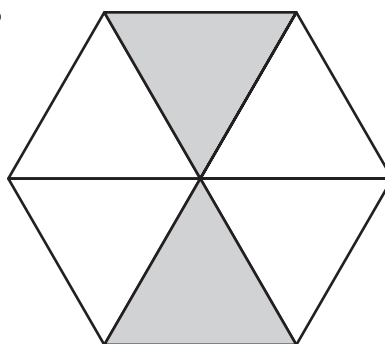
- Ⓐ 372, 402, 502, 602
- Ⓑ 370, 400, 500, 600
- Ⓒ 372, 382, 392, 402
- Ⓓ 372, 472, 572, 672

**Reporting Category:** 1 Number Sense/Number Theory

**Performance Indicator:** 3.1.spi.9 Connect written and pictorial representations of fractions with denominators up to 10.

**2** What fraction of the shape is shaded?

- Ⓕ  $\frac{1}{5}$
- Ⓖ  $\frac{2}{6}$
- Ⓗ  $\frac{2}{4}$
- Ⓙ  $\frac{6}{2}$



**Reporting Category:** 2 Computation

**Performance Indicator:** 3.1.spi.8 Add two- and/or three-digit whole numbers.

**3** Solve:

$$\begin{array}{r} 493 \\ + 264 \\ \hline \end{array}$$

- Ⓐ 657
- Ⓑ 658
- Ⓒ 757
- Ⓓ 767

**Reporting Category:** 2 Computation

**Performance Indicator:** 3.1.spi.15 Subtract two- and/or three-digit whole numbers.

**4** Solve:

$$\begin{array}{r} 53 \\ - 17 \\ \hline \end{array}$$

- Ⓕ 34
- Ⓖ 36
- Ⓗ 44
- Ⓙ 46

**Reporting Category:** 3 Algebraic Thinking

**Performance Indicator:** 3.2.spi.2 Extend repeating & growing numerical or geometric patterns.

**5** Look at the pattern below.

5, 14, 23, 32, —

What is the next number in the pattern?

- Ⓐ 40
- Ⓑ 41
- Ⓒ 42
- Ⓓ 43

**Reporting Category:** 3 Algebraic Thinking

**Performance Indicator:** 3.2.spi.4 Determine the output for a particular input given a one-operation function rule (+ or –).

**6** What is the missing number in this table?

- Ⓕ 23
- Ⓖ 24
- Ⓗ 25
- Ⓙ 26

Rule: Subtract 6	
Input	Output
22	16
25	19
27	21
31	?

**Reporting Category:**

**4 Real World Problem Solving**

**Performance Indicator:**

**3.1.spi.10 Solve real-world problems using addition or subtraction of whole numbers.**

- 7** This year, students at Ford Elementary School sold 296 daffodils for the annual sale. Last year, they sold 478 daffodils for the annual sale. How many fewer daffodils were sold this year than last year?

- (A) 172
- (B) 182
- (C) 222
- (D) 774

**Reporting Category:**

**4 Real World Problem Solving**

**Performance Indicator:**

**3.1.spi.6 Recognize the value of combinations of coins and bills up to \$5.**

- 8** Brianna looked in her dresser drawer and found the money shown below.



**What is the total amount of money Brianna found in her dresser drawer?**

- (F) \$2.52
- (G) \$2.57
- (H) \$2.62
- (J) \$3.00

**Reporting Category:** 5 Data Analysis and Probability

**Performance Indicator:** 3.5.spi.4 Determine whether an event is certain, possible, or impossible.

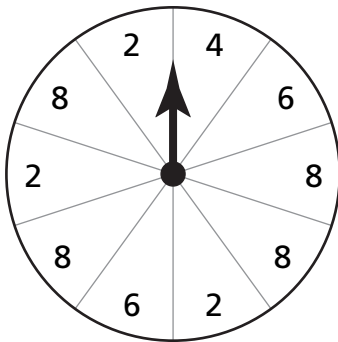
**9** Pete fills a bag with red, yellow, and green paperclips. Then he reaches into the bag and takes out one paperclip without looking. Which event is certain to happen?

- Ⓐ Pete will take a red paperclip out of the bag.
- Ⓑ Pete will take a red or green paperclip out of the bag.
- Ⓒ Pete will take a yellow paperclip out of the bag.
- Ⓓ Pete will take a red, yellow, or green paperclip out of the bag.

**Reporting Category:** 5 Data Analysis and Probability

**Performance Indicator:** 3.5.spi.5 Determine the most likely, least likely, or equally likely outcomes in simple experiments (spinner, number or color cube).

**10** Look at the spinner below.



Jamie spins the arrow once. Which number is the arrow least likely to land on?

- Ⓕ 2
- Ⓖ 4
- Ⓗ 6
- Ⓙ 8

**Reporting Category:** 6 Measurement

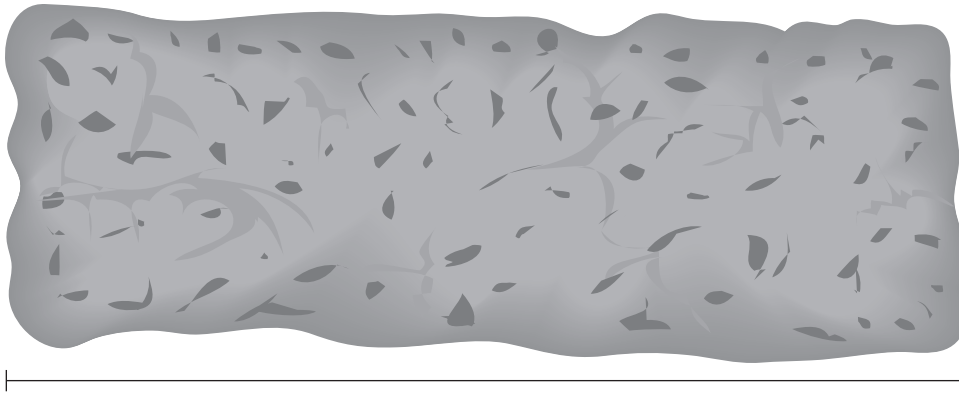
**Performance Indicator:** 3.4.spi.2 Measure length to the nearest centimeter and inch.

**11**



Use the inch side of your ruler to help you solve this problem.

Look at the granola bar below.



How long is the granola bar?

- Ⓐ 4 inches
- Ⓑ 5 inches
- Ⓒ 6 inches
- Ⓓ 7 inches

**Reporting Category:** 6 Measurement

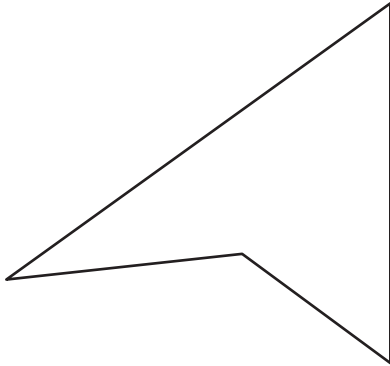
**Performance Indicator:** 3.4.spi.5 Select an appropriate standard unit to measure length.

**12** Which unit is best for measuring the width of a text book?

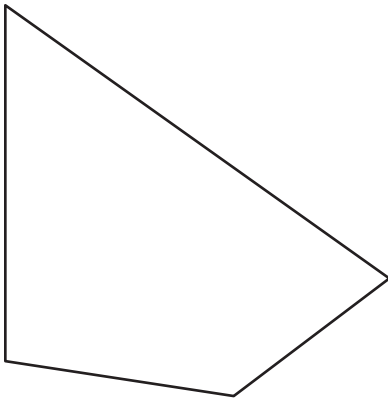
- Ⓕ feet
- Ⓖ inches
- Ⓗ miles
- Ⓙ yards



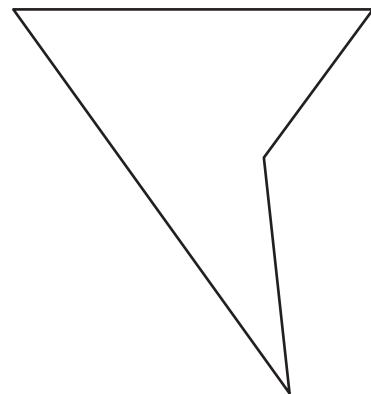
**13** Look at the figure below.



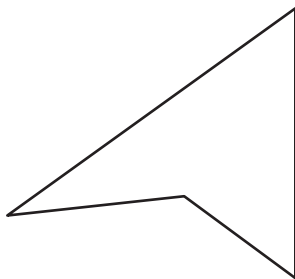
Which of these is the same size and shape as the figure?



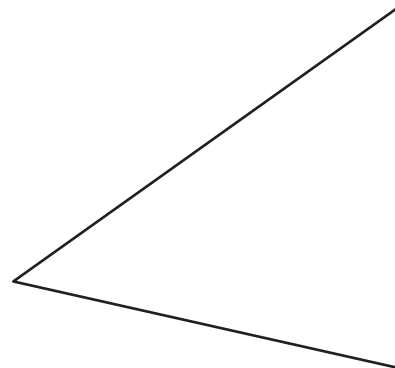
(A)



(C)

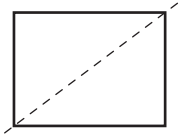


(B)

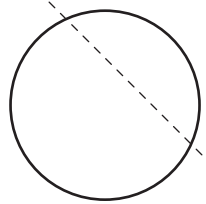


(D)

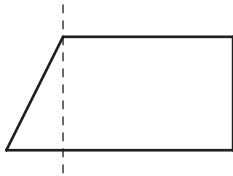
**14** Which dotted line shows a line of symmetry?



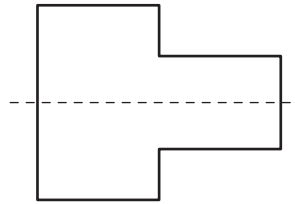
(F)



(H)



(G)



(J)

# Science



<b>Reporting Category:</b>	<b>1 Structure and Function of Organisms</b>
<b>Performance Indicator:</b>	<b>3.1.spi.2 Identify the part that belongs to a specific plant or animal.</b>

- 1** Look at the picture of an animal part.



Which animal has this part?

- Ⓐ a bat
- Ⓑ a hawk
- Ⓒ a dragonfly
- Ⓓ a hummingbird

<b>Reporting Category:</b>	<b>1 Structure and Function of Organisms</b>
<b>Performance Indicator:</b>	<b>3.3.spi.3 Recognize that plants use sunlight, water, and air for photosynthesis.</b>

- 2** Which of these do plants use for photosynthesis?

- Ⓕ worms
- Ⓖ fertilizer
- Ⓗ water and sunlight
- Ⓙ soil and nutrients

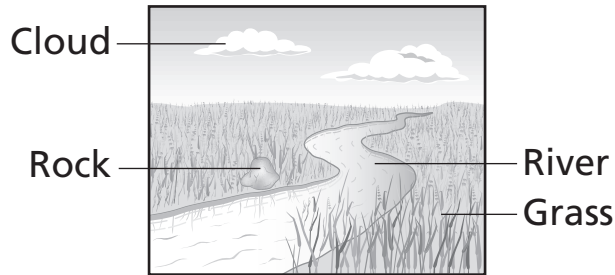
**Reporting Category:**

**2 Ecology**

**Performance Indicator:**

**3.2.spi.1 Distinguish between living and non-living things in an illustration.**

**3** Look at the picture below.



**Which of these is a living thing?**

- Ⓐ the cloud
- Ⓑ the grass
- Ⓒ the river
- Ⓓ the rock

**Reporting Category:**

**2 Ecology**

**Performance Indicator:**

**3.5.spi.3 Identify the characteristics that enable a specific plant and/or animal to survive in its environment.**

**4** In a rainforest, vines climb up trees in order to receive more

- Ⓕ leaves
- Ⓖ sunlight
- Ⓗ water
- Ⓙ wind

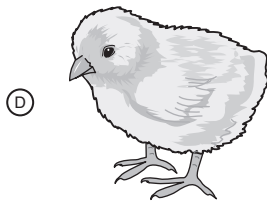
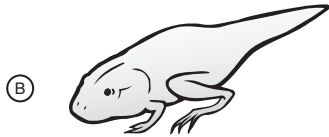
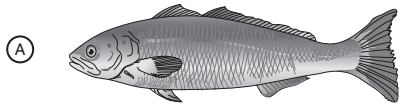
**Reporting Category:**

**3 Life Cycles and Biological Change**

**Performance Indicator:**

**3.4.spi.2 Select the illustration that shows an adult organism.**

**5** Which picture shows an adult organism?



**Reporting Category:**

**3 Life Cycles and Biological Change**

**Performance Indicator:**

**3.6.spi.2 Identify evidence used to determine that an organism previously existed.**

**6** Which of these best shows that a certain type of plant lived long ago?

- (F) a photograph of a plant
- (G) a leaf fossil in a rock
- (H) pollen found on insect legs
- (J) flower petals on the ground

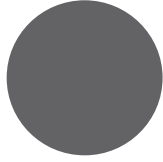
**Reporting Category:** 4 Space, Weather, and Climate

**Performance Indicator:** 3.7.spi.4 Identify the four basic phases of the moon.

**7** Which picture shows a crescent moon?



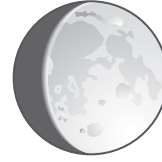
(A)



(B)



(C)



(D)

**Reporting Category:** 4 Space, Weather, and Climate

**Performance Indicator:** 3.8.spi.4 Identify the appropriate tools to measure temperature and precipitation.

**8** What does a rain gauge measure?

- (F) wind speed
- (G) temperature
- (H) precipitation
- (J) wind direction

**Reporting Category:**

**5 Earth's Features and Resources**

**Performance Indicator:**

**3.10.spi.3 Identify methods for conserving natural resources.**

**9** Turning off lights in a house saves

- Ⓐ electricity
- Ⓑ food
- Ⓒ water
- Ⓓ wood

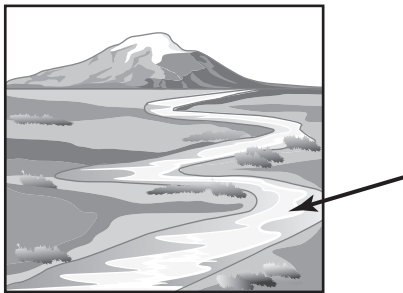
**Reporting Category:**

**5 Earth's Features and Resources**

**Performance Indicator:**

**3.9.spi.1 Identify the labelled part of a map or illustration as a continent, ocean, lake, river, mountain, or island.**

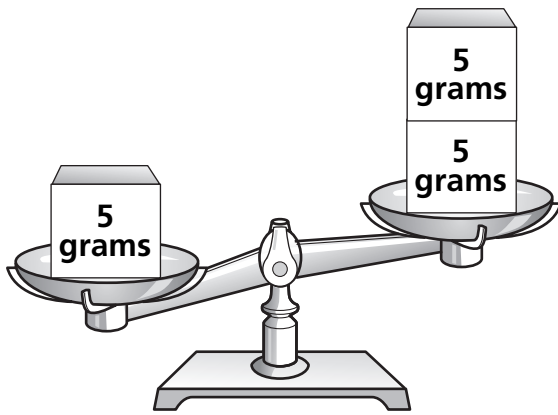
**10** Look at the picture below.



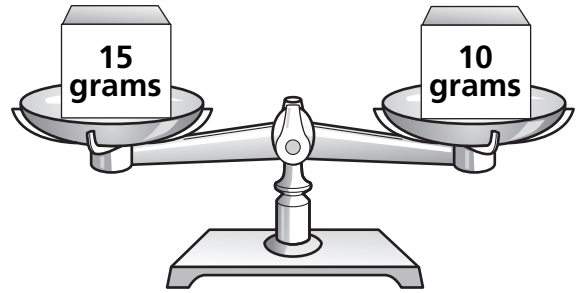
**What does the arrow point to?**

- Ⓕ a lake
- Ⓖ a river
- Ⓗ a pond
- Ⓙ a waterfall

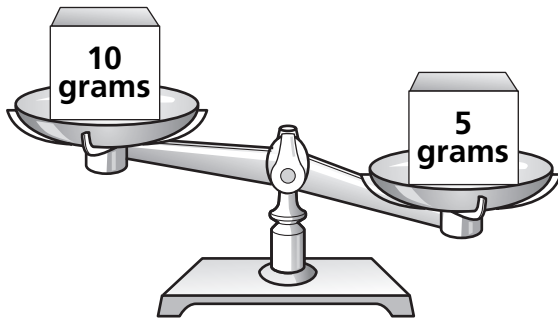
**11** Which diagram shows the balance scale in the correct position?



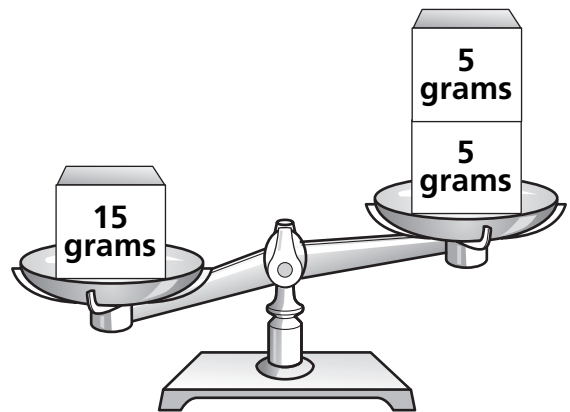
(A)



(C)



(B)



(D)



**Reporting Category:**

**6 Motion and Forces, Forms of Energy**

**Performance Indicator:**

**3.14.spi.1 Identify the source of Earth's heat and light energy.**

**12** What is the main source of heat energy for Earth?

- Ⓕ fire
- Ⓖ electricity
- Ⓗ sun
- Ⓙ volcanoes

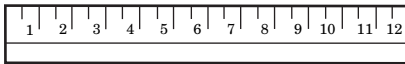
**Reporting Category:**

**7 Matter**

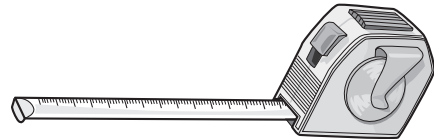
**Performance Indicator:**

**3.12.spi.3 Identify appropriate tools for determining the weight or length of materials.**

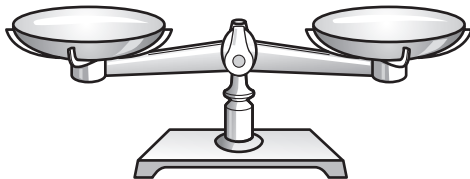
**13** Which tool would be best for measuring the height of a door?



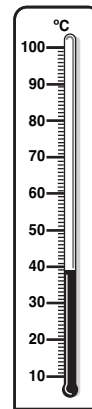
Ⓐ



Ⓒ



Ⓑ



Ⓓ

**Reporting Category:** 7 Matter

**Performance Indicator:** 3.13.spi.2 Choose features associated with physical changes.

**14** Which of these is a physical change?

- Ⓕ a nail rusting
- Ⓖ snow melting
- Ⓗ a fire burning
- Ⓙ cookies baking

# Social Studies



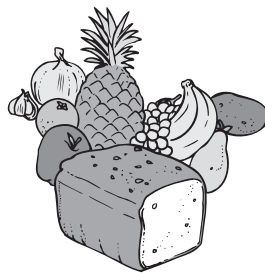
**Reporting Category:** 1 Economics

**Performance Indicator:** 3.6.spi.1 Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, and makeup).

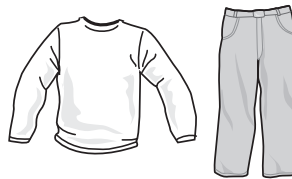
**1** Which picture shows a want and not a need?



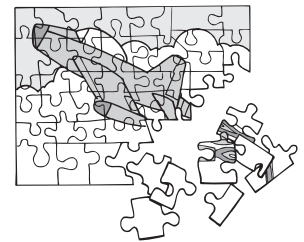
(A)



(B)



(C)



(D)

**Reporting Category:** 1 Economics

**Performance Indicator:** 3.2.spi.1 Distinguish between a natural resource and finished product.

**2** Which of these is a natural resource?

- (F) a flashlight
- (G) a magazine
- (H) a bicycle
- (J) a tree

**Reporting Category:**

**2 Governance and Civics**

**Performance Indicator:**

**3.4.spi.1 Select from a set of visual representations a service provided by the government (i.e., parks, schools, and libraries).**

**3** Which picture shows someone receiving a service provided by the government?



(A)



(B)



(C)



(D)

**Reporting Category:****2 Governance and Civics****Performance Indicator:**

**3.4.spi.2 Determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, walking within the crosswalk).**

**4** Which of these would a good citizen do?

- Ⓕ break a school rule
- Ⓖ steal candy from a store
- Ⓗ throw trash on the ground
- Ⓙ cross the street in a crosswalk

**Reporting Category:****3 Human Geography****Performance Indicator:**

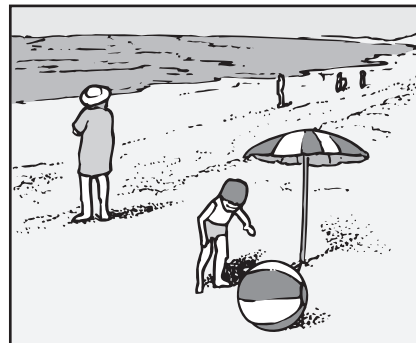
**3.1.spi.1 Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).**

**5** Which word listed on the poster is part of the culture of Mexico?

- Ⓐ food
- Ⓑ climate
- Ⓒ beaches
- Ⓓ mountains

## Come to Sunny *Mexico*

- Beautiful beaches
- Delicious food
- High mountains
- Warm climate



**Reporting Category:** 3 Human Geography

**Performance Indicator:** 3.6.spi.3 Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, destruction of rain forest).

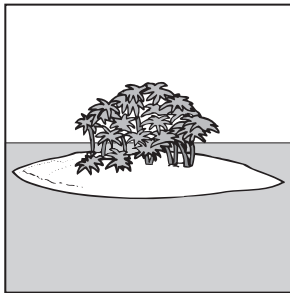
**6** Which action helps save natural resources?

- Ⓕ taking long showers
- Ⓖ catching fish in the ocean
- Ⓗ recycling bottles and cans
- Ⓙ driving big cars and trucks

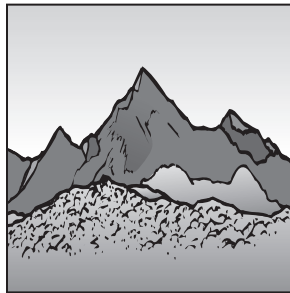
**Reporting Category:** 4 Physical Geography

**Performance Indicator:** 3.3.spi.9 Recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).

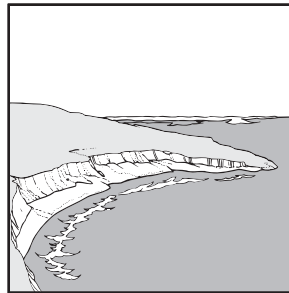
**7** Which picture shows an island?



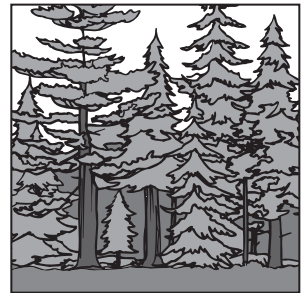
Ⓐ



Ⓑ



Ⓒ



Ⓓ

**Reporting Category:** 4 Physical Geography

**Performance Indicator:** 3.3.spi.5 Identify basic components of Earth's systems (i.e., landforms, water, climate, and weather).

**8** Which of these is part of Earth's physical systems?

- Ⓕ weather
- Ⓖ money
- Ⓗ history
- Ⓙ government

**Reporting Category:** 5 History

**Performance Indicator:** 3.5.spi.1 Label historical events as past, present, and future.

**9** Which sentence describes an event that happened in the past?

- Ⓐ A scientist is studying how plants grow.
- Ⓑ Alexander Graham Bell invented the telephone.
- Ⓒ An astronaut is planning a trip into space next year.
- Ⓓ Ms. Olsen's class is going on a field trip next month.

**Reporting Category:** 5 History

**Performance Indicator:** 3.5.spi.3 Read and interpret facts from a historical passage.

**Directions** The letter below describes a pioneer family in the 1800s. Use the letter and what you know to do Number 10.

April 10, 1845

Dear Aunt Beth,

We moved into our new house last week. Pa and my uncles made the house out of logs. There is a big fireplace where Ma does the cooking. Ben and I sleep in a loft. We have to climb a ladder to get to it.

Tonight, Ma made thread on our spinning wheel, and Pa made a new rake. Ben and I carved bowls and spoons out of wood. Tomorrow, we will help Pa with the planting.

Sincerely,

Luke

**10** Which statement is probably true about Luke and his family?

- Ⓕ They lived near a big city.
- Ⓖ They worked at jobs in factories.
- Ⓗ They made many of the things they needed.
- Ⓙ They bought most of the things they needed from stores.



## Answer Key

### Reading and Language Arts

1	C
2	J
3	B
4	F
5	B
6	H
7	B

### Mathematics

1	D
2	G
3	C
4	G
5	B
6	H
7	B
8	H
9	D
10	G
11	B
12	G
13	C
14	J

### Science

1	C
2	H
3	B
4	G
5	A
6	G
7	A
8	H
9	A
10	G
11	D
12	H
13	C
14	G

### Social Studies

1	D
2	J
3	A
4	J
5	A
6	H
7	A
8	F
9	B
10	H